3

DepED
DEPARTMENT OF EDUCATION

Activity Sheet for Science

Quarter
Week
2

Activity Sheet for Science Grade 3
Quarter 2: Week 2

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Secretary: Sonny M. Angara
Undersecretary: Gina O. Gonong

Development Team

Writer:	Maria Michelle V. Junio
Content Reviewers:	Jerome N. Manansala, Aiza O. Yang, and Maria Helen DH. Catalan
Language Reviewer:	Darcy Rio G. Lopez
Consultant:	Sheryl Lyn C. Monterola
Illustrator:	John Jerry A. Maramag
Layout Artist:	Patrick Lyndon Genar A. Rodriguez

Management Team
Bureau of Curriculum Development
Bureau of Learning Delivery
Bureau of Learning Resources

Department of Education – Bureau of Learning Resources (DepEd- BLR)

Office Address:	Ground Floor, Bonifacio Building, DepEd Complex Meralco Avenue, Pasig City Philippines 1600
Telefax:	(02) 8634-1054; 8634-1072; 8631-4985
Email Address:	blr.lrqad@deped.gov.ph; blr.lrpd@deped.gov.ph

ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**2**	**Day:**	**1**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Activity 1: Leaf Detectives - How do I measure the length and width of leaves?

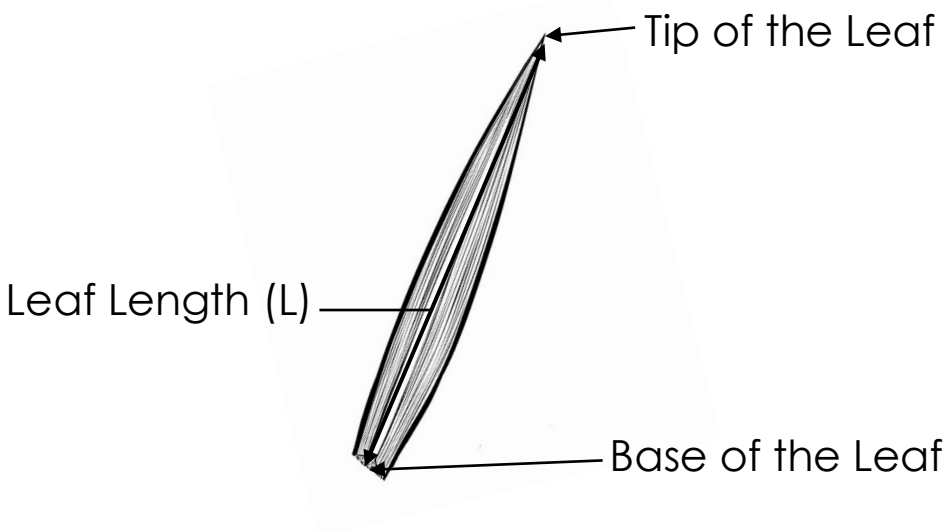
Materials Needed:
(per learner)
notebook, pen, ruler, fresh leaf (such as corn or rice)

Duration: 20 minutes

What to Do:
Copy the table below in your notebook. Use it to record your observations on the length and width of leaves. Make sure to write your answers in the correct columns.

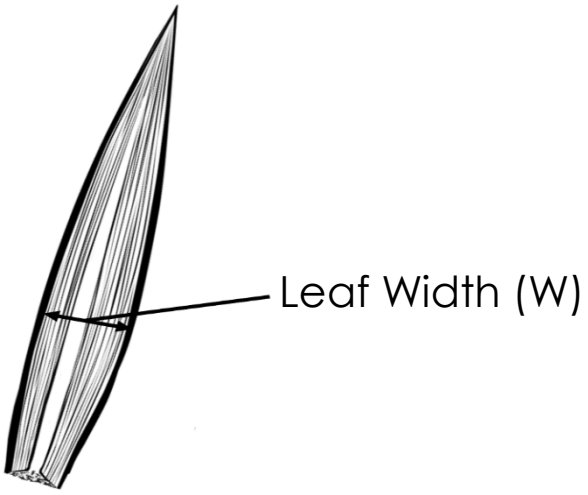
Activity	What is its length in mm?	What is its length in cm?	What is its width in mm?	What is its width in cm?
Part A				
Part B				

Part A. (Per learner)
1. Place the leaf on a flat surface.
2. Using a ruler, get the length of your leaf. Refer to the sample illustration.



Note: You must align the "0" mark of the ruler from one end of the longest part of the leaf (either the tip or base) to the other end to get its length (L).

3. Observe how your teacher models it.
   Q1. What is the length of your leaf in millimeters (mm)?
   Q2. What is its length in centimeters (cm)?
4. Next, get the width of your leaf. Leaf width (W) is the measurement of how far apart the edges of a leaf are at its widest part. To measure it, you draw a straight line across the widest part of the leaf, from one side to the other. Refer to the sample illustration below.



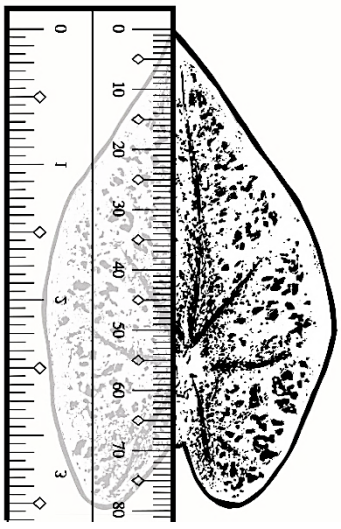
Note: You must align the "0" mark of the ruler from one edge across the other edge of the widest part of the leaf.

5. Observe how your teacher models it.
   Q3. What is the width of your leaf in millimeters (mm)?
   Q4. What is its width in centimeters (cm)?

Part B. (Per pair)
1. Exchange leaf with your partner.
2. Place the leaf on a flat surface.
3. Determine the length and width of this leaf in millimeters (mm) and centimeters (cm).
   Q5. Compare your measurements with your partner's. Did both of you get the same results?
4. Return the leaf to your partner.

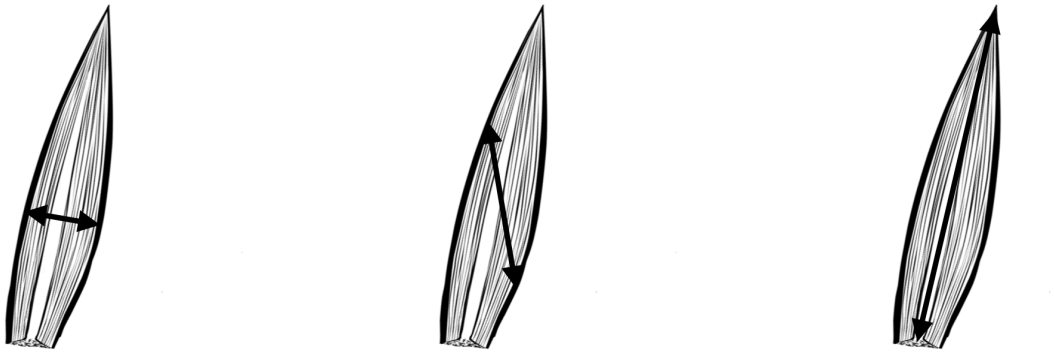
Assessment:
Write your answers on a sheet of paper.
Multiple-Choice Questions. Write the letter of the correct answer. Use CAPITAL letters only.

1. Look at the leaf below.



   Which statement about the leaf is true based on its measurements?
   A. It is 8 m long.
   B. It is 70 mm wide.
   C. It is about 7 cm long.

For items 2-3, look at the illustrations below.



X Y Z

2. Which diagram shows the correct arrow for measuring the length of the leaf?
   A. X
   B. Y
   C. Z
3. Which diagram shows the correct arrow for the width measurement of the leaf?
   A. X
   B. Y
   C. Z
4. Which of the following statements is a correct step in measuring the length of the leaf?
   A. Place the ruler across the widest part of the leaf.
   B. The "1" mark of the ruler must correspond to the edge of the leaf.
   C. Place the ruler from one end of the longest part of the leaf (either the tip or base) to the other end.
5. Which of these is NOT correct?
   A. Anyone can use measuring skills to find the size of a leaf.
   B. You can put a ruler on a curved surface to measure the width of leaves.
   C. We can measure the length and width of leaves using millimeters and centimeters.

ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**2**	**Day:**	**2**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Activity 2: Leaf Detectives - Which leaf is longer and wider?

Materials Needed:
(per learner)
notebook, fresh leaf, drawing materials (e.g., pencil, crayons)

(per group)
ruler, marker

Duration: 20 minutes

What to Do:
Part A.

1. Take out your leaf and place it on your table.
2. Put all the leaves together in the middle of your group.
3. Use a marker to label each leaf from 1 to 5.
4. Draw each leaf in the space provided in your data table.

Data Table

Leaf	Drawing	What is its length in cm?	What is its width in cm?
1			
2			
3			
4			
5			

5. Use a ruler to measure each leaf's length in centimeters (cm).
6. Write your answers in your data table.
7. This time, get the width of each leaf in centimeters (cm).
8. Record your answers in your data table.

Part B. Refer to your data table.

Q1. Arrange the leaves from shortest to longest. Write the numbers in order (e.g., 1-2-3-4-5).

Q2. Which leaf is the longest?

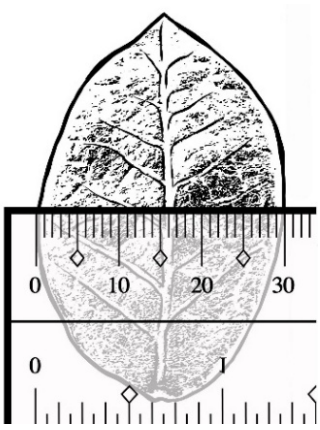
Q3. Arrange the leaves from narrowest to widest. Write the numbers in order (e.g., 2-4-3-1-5).

Q4. Which leaf is the widest?

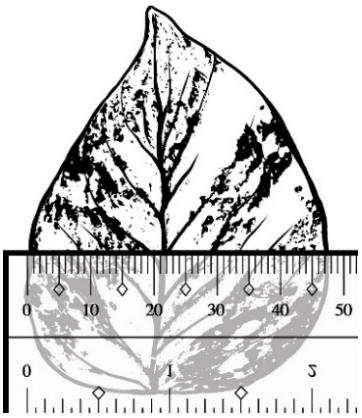
Assessment:

Multiple-Choice Questions. Write the letter of the correct answer on a sheet of paper. Use CAPITAL letters only.

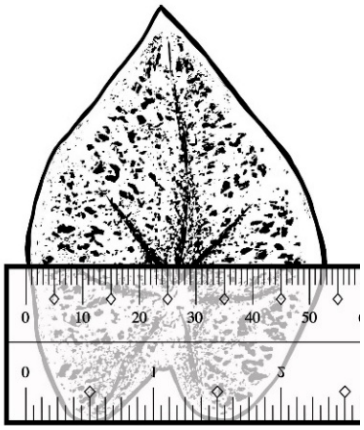
For items 1-3, look at the pictures of leaves A, B, and C below. Then, compare these leaves in terms of their width measurements.



A



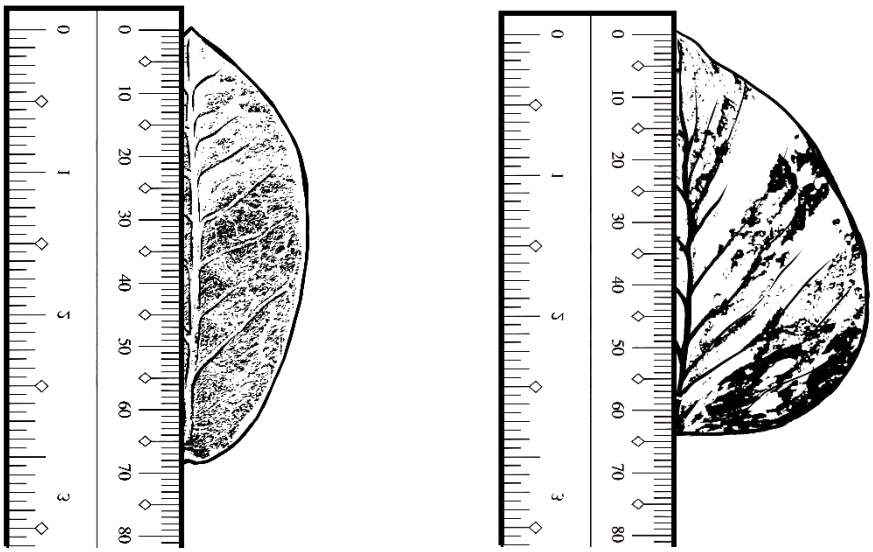
B



C

1. Which statement is true about leaf A?
   A. It is the narrowest.
   B. It is wider than leaf B.
   C. It is wider than leaf C.
2. Which of the following best describes leaf C?
   A. It is the widest.
   B. It is the longest.
   C. It is the smoothest.

3. Which of the following statements is correct?
   A. Leaf A is wider than leaf B.
   B. Leaf B is wider than leaf C.
   C. Leaf C is wider than leaf A.
4. Compare the two leaves below.



X Y

Which of the following best describes the two leaves?
   A. Leaf X is wider than leaf Y.
   B. Leaf X is longer than leaf Y.
   C. Leaf Y is longer than leaf X.
5. What do you measure when you want to compare the size of leaves?
   A. shape
   B. color and texture
   C. length and width

ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**2**	**Day:**	**3**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Activity 2: Spot the Pattern - Can you arrange the events?

Materials Needed:
(per group)
a sheet of bond paper, drawing materials (e.g., pencil, crayons)

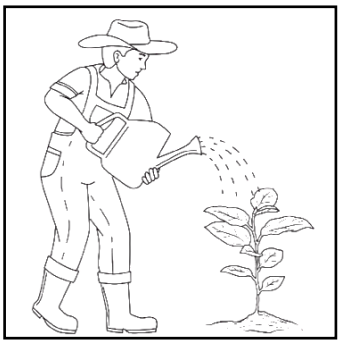
Duration: 20 minutes

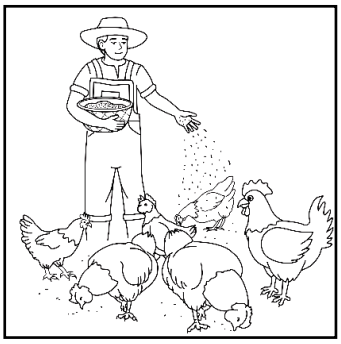
What to Do:
1. Read the story about the life of a farmer.

The Life of a Farmer

Mang Eddie is a farmer who lives in the province. Every day, he follows the same routine. Early in the morning, he takes his tools to the farm. He plows the soil, removes the weeds, plants seeds, and waters the crops. In the afternoon, he harvests the ripe crops and prepares the products for selling. In the evening, he goes home, eats dinner with his family, and cleans his tools.

Q1. The story presents the daily activities of a farmer. Arrange the pictures to show the correct sequence of events in a farmer's life. Choose 4 pictures and number them from 1 to 4, with 1 as the first activity and 4 as the last.





Q2. Which two illustrations are not part of the sequence of events in the life of Mang Eddie? Why do you say so?

Q3. What pattern did you observe about farming based on the story?

2. Refer again to the story.

Q4. Think about what happens after harvesting in Mang Eddie's routine. What do farmers do next: store, sell, or replant the crops?

Q5. Draw it on the bond paper and describe it.

Assessment:

Arrange the following illustrations to show the sequence of events based on observed patterns. Place the numbers 1-5 in the boxes, with 1 representing the first activity and 5 representing the last activity in the sequence of events.

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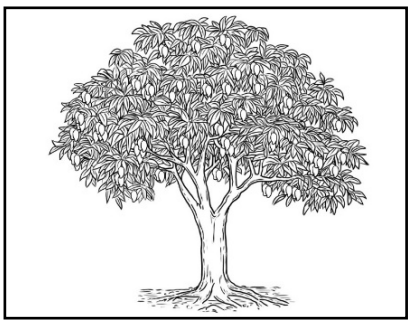

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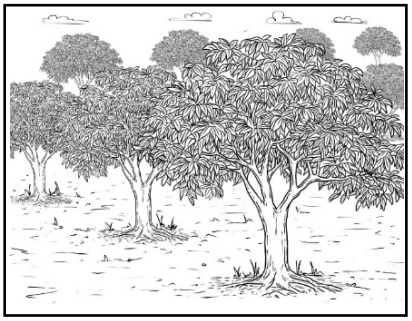

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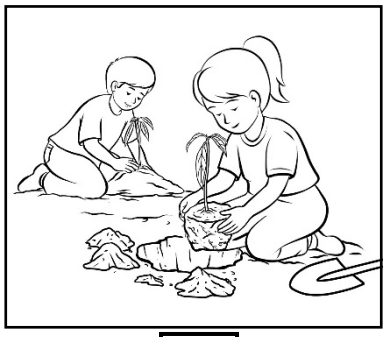

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Question: What pattern did you observe in these illustrations? Why do you think so?

ACTIVITY SHEET

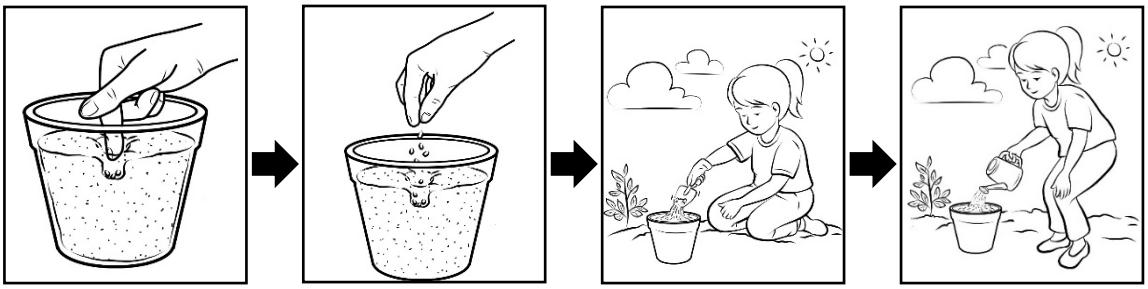
Learning Area:	**Science**	**Quarter:**	**2**
Week:	**2**	**Day:**	**4**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Activity 4: Pattern Spotter - What's Next?

Materials Needed:
(per learner)
notebook, drawing materials (e.g., pencil, crayons)

Duration: 15 minutes

What to Do:
1. Look at the illustrations below.

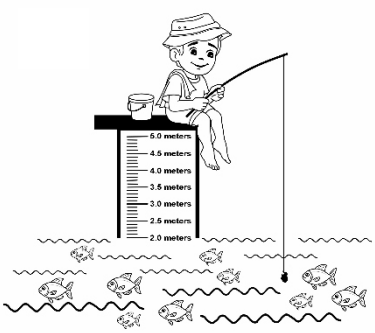


(a) (b) (c) (d)

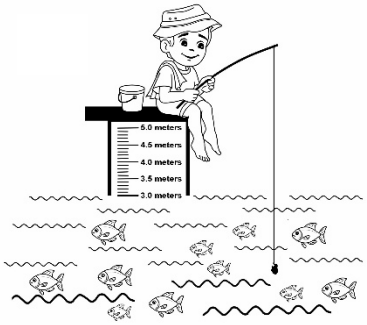
Notes about the illustrations: (a) Preparing a pot with soil, (b)Planting seeds,(c)Adding soil in the pot with seeds, and (d) Placing the pot with seeds in a sunny place and watering it regularly.

Q1. What main activity is shown in these pictures? Why do you say so?
Q2. What is most likely to happen after illustration **(d)**?
Q3. Draw it and explain your answer.

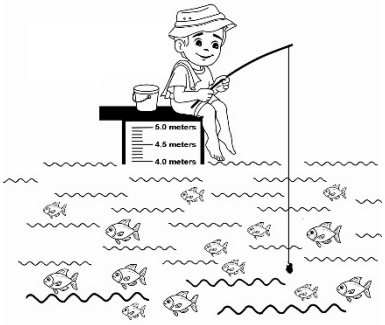
2. Pio loves fishing from morning until afternoon at their local community's fishing ground. One day, while fishing, he observed a change in the water level. Look at the illustrations below.



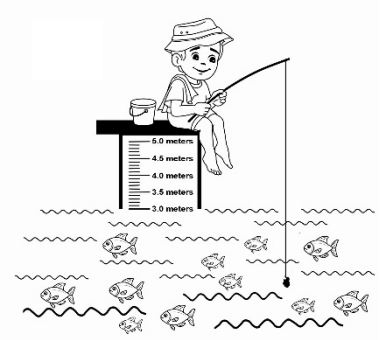
8 am



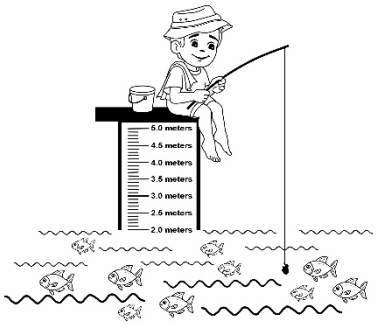
10am



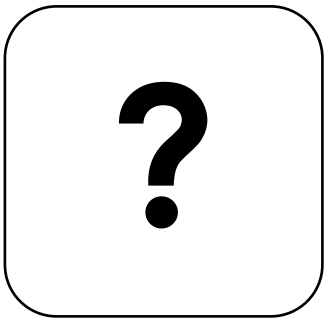
12 pm



2 pm



4 pm



5 pm

6 pm

Q4. What pattern did you notice in the water level?
Q5. What might the water level be at 5 pm?
Q6. Draw what could happen to the water level at 6 pm.
Q7. Explain your answer.

Assessment:

Prepare your baby picture, mirror, bond paper, and drawing materials.

1. Look closely at your picture when you were a baby.
2. Now, look closely at yourself in the mirror.
3. Predict how you would look 10 years from now.
4. Draw yourself on the bond paper and describe your possible appearance.
   Question: Would you look the same 10 years from now? Why or why not?